DOCUMENT RESUME

ED 280 238 EC 192 139

TITLE Information for Parents of Special Education Students in Michigan.
INSTITUTION Michigan State Board of Education, Lansing.; Michigan State Dept. of Education, Lansing. Special Education Services.
PUB DATE Nov 86
NOTE 22p.; For related documents, see EC 192 140-141.
PUB TYPE Reports - Descriptive (141) -- Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Disabilities; Due Process; Educational Diagnosis; Elementary Secondary Education; Handicap Identification; Individualized Education Programs; *Parent Participation; *Parent Rights; *Parent School Relationship; Public Education; Referral; *Special Education; *State Programs; Student Placement
IDENTIFIERS *Michigan

ABSTRACT

Intended for parents, this booklet lists special education programs and services for exceptional children in Michigan, and discusses parent rights in the educational system. Specifically addressed are parents' rights in the referral process, in the evaluation procedures, to an independent educational evaluation, in the Individualized Educational Planning Committee Meeting Process, and to a due process hearing. Noted are both arbitration and mediation components of due process, the right to file complaints, and parent rights to education records. Suggestions are presented for preparing for the individualized educational planning committee meeting and obtaining information about the evaluation of the child's progress in school. Commonly asked questions by parents regarding identification and referral, evaluation, independent educational evaluation at public expense, programs and services, records, rights, notification, and arbitration and mediation are answered. A glossary of 20 special education related terms is included. (CB)

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INFORMATION FOR PARENTS OF SPECIAL EDUCATION STUDENTS IN MICHIGAN

A Team Approach

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INFORMATION FOR PARENTS OF SPECIAL EDUCATION STUDENTS IN MICHIGAN

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This handbook is presented to interested citizens by the Michigan Department of Education, Special Education Services, Policy, State Plan, and Monitoring Program, with the assistance of federal funds made available through Title VI-Part B funds from Education of the Handicapped Act, P.L.94-142.

November, 1986

EC192139

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SPECIAL EDUCATION
PROGRAMS AND SERVICES

Michigan has a variety of special education classroom programs and services for handicapped students. A local school district must make such programs or services available if they are needed by its resident handicapped students. A local school district may do so in one of two ways: it may provide them directly or it may contract with another school district or agency to provide them. The following is a list of the kinds of special education classroom programs, ancillary and other related services, and instructional services provided in Michigan.

Special Education Classroom Programs

Autistic Impaired
Educable Mentally Impaired
Emotionally Impaired
Hearing Impaired
Learning Disabled
Physically and Otherwise Health Impaired
Preprimary Impaired
Severely Mentally Impaired
Severely Multiply Impaired
Severely Speech and Language Impaired
Trainable Mentally Impaired
Visually Impaired

Ancillary and Other Related Services

Art Therapy
Mobility and Orientation Services
Music Therapy
Occupational Therapy
Physical Therapy
Preprimary Services
Psychological Services
Recreation Therapy
School Social Work Services
Transportation

Instructional Services

Homebound/Hospitalized Teachers
Juvenile Detention Facility Teachers
Preprimary Teachers
Teacher Consultants
Teachers of the Speech and Language Impaired

EDUCATIONAL RIGHTS FOR YOU AND YOUR CHILD

Parent Rights in the Referral Process

Parental consent must be obtained before the school district conducts an initial evaluation of a person suspected of being handicapped, or initially places a handicapped child in a program providing special education and/or related services.

Consent means that you have been fully informed of all information relevant to the activity for which consent is being sought, in your native language or other mode of communication, and that you understand and agree in writing to the carrying out of the activity for which your consent is being sought. Also, you are entitled to know who will be receiving reports and information that are sent out as a result of your "informed consent".

As a parent, you have the right to receive a written notice before the school evaluates your child for the first time. This notice must be in writing and in your native language or other principal mode of communication that is understandable to you. In addition, the notice is to describe the proposed action and explain why an evaluation is proposed.

If you do not give the school district permission to evaluate, the district may request a due process hearing to override your refusal.

Parent Rights in the Evaluation Procedures

As a parent, you have the right to:

- Have an initial evaluation conducted by a multidisciplinary evaluation team within 30 school days after the school has received your written permission to evaluate.
- Be assured that testing does not discriminate on the basis of language or culture.
- Have more than one test or evaluation procedure used in determining eligibility and the appropriate educational program for your child.
- Have any evaluations you may have obtained considered along with the school district's evaluation data.
- If your child is eligible for special education, you may expect a reevaluation every three years to determine if your child is still handicapped.
- You or your child's teachers may request reevaluations more frequently than three years if it appears appropriate.
- Be notified of each evaluation procedure, test, record or report the individualized educational planning committee used in determining eligibility and the need for special education programs or services.
- If your child is to receive vocational education, he/she must receive a vocational evaluation. At a minimum this evaluation must include an assessment of:

- student's personal adjustment skills
- aptitudes
- interests
- academic achievement

The evaluation must also include special information regarding the student's handicapping condition and is to be conducted by personnel qualified to administer and interpret the evaluation.

Parent Rights to an Independent Educational Evaluation

As a parent, you have the right to obtain an independent educational evaluation at your own expense and to have the evaluation results considered in any decision made for determining eligibility or providing services to your child.

If you disagree with the evaluation conducted by the school district, you may request a similar independent educational evaluation at public expense. This request is to be made at the individualized educational planning committee meeting. The district must notify you in writing within seven days of its intention to honor the request. If the school district feels that its evaluation is sufficient, the district may ask a hearing officer to review the appropriateness of your request to have the district pay for an independent evaluation.

In addition, you have the right:

- To be told where an independent educational evaluation may be obtained. You may also elect to use evaluators other than those identified by the school district as long as the evaluator meets the qualifications.

- To be provided information regarding the qualifications for examiners, procedures for reimbursement and reasonable expected costs.

Parent Rights in the Individualized Educational Planning Committee Meeting Process

As a parent, you have the right to:

- Be notified before an individualized educational planning committee meeting is convened and have the purpose of the meeting explained to you.

- Be invited to the meeting and be involved in any decision made concerning your child.

- Have the individualized educational planning committee meeting scheduled at a mutually convenient time and place.

- Invite a person(s) to accompany you to the meeting.

- Request that a representative of your resident district be invited to any three-year reevaluation individualized educational planning committee meetings which are conducted by the operating district.

- Have or request your child attend the meeting, if this is appropriate.
- Participate in the development of your child's individualized education program.
- Receive a copy of the individualized education program.

Parent Rights to a Due Process Hearing

If you disagree with the individualized educational planning committee decision regarding identification, evaluation, placement, or the appropriateness of programs or services, you have a right to a special education due process hearing to settle the dispute. If you request a hearing, you must do so within seven days of receiving the school district's notice of intent to implement the individualized education program. If you exercise your right to a due process hearing, then additional rights also exist.

- Have the hearing at a time and place reasonably convenient for you.
- Be told of any free or low-cost legal and other relevant services available.
- Have immediate access to your child's records so that you may prepare for the hearing.
- Have a hearing officer who is agreeable to both you and the school district.
- Have a hearing officer who is not employed by the district involved and who has no personal or professional interest in the hearing.
- You must be supplied with a current Department of Education developed list of hearing officers. The list must contain a statement of the qualifications of the hearing officers.
- You may be accompanied to the hearing and be represented and advised by legal counsel or a parent advocate, and you may invite other individuals with special knowledge or training in problems of the handicapped.
- You may have your child present, if you desire.
- A hearing is usually closed to the public, but you may demand it to be open to the public.
- You may present your own witnesses and evidence and you must be allowed to question the school district's witnesses and question their evidence.
- Prohibit the introduction of any evidence or the direct testimony of any witness that has not been made known to you at least five days before the hearing.
- Have a verbatim written or electronic transcript of the hearing upon request within the period of time required for the written decision of the hearing officer. This transcript will be provided in your native language if necessary.

- Obtain a written decision within 45 days after the district receives the initial request for the hearing.

- Expect implementation of the hearing officer's decision within 15 school days after the decision, unless you or the school district appeal the hearing officer's written decision.

- Appeal to the state educational agency for a state review of the local hearing decision and receive the state's decision within 30 days of their receipt of the appeal.

- Receive a copy of the school district's letter of appeal, if the school district appeals the decision. You must provide the school district with a copy of your letter if you appeal.

- Appeal a decision from the state educational agency in court at your expense.

- Have your child remain in his or her present educational placement while the hearing or state appeal is proceeding, unless you and the district agree otherwise.

- If you change your mind about having a hearing after you requested it, the party requesting the hearing has the right to terminate the hearing before the appointment of a hearing officer. After the hearing officer has been appointed, however, you may request to terminate the hearing, but the hearing officer must approve the termination.

Since the school district also has a right to request a hearing if it disagrees with the individualized educational planning commmittee decision, many of the rights listed above are also given to the school district.

Due Process - Arbitration

You may ask or be asked by school personnel to consider "arbitration" instead of a special "hearing".

"Arbitration" is similar to a hearing but there are some important differences about the process and rights. In order to use this process you and the school district must agree to waive your rights to a due process hearing. Both parties also agree to be bound by the arbitrator's decision, whatever it may be, and neither party can appeal it or ask that the decision be changed for a stated period not to exceed one school year unless a substantial change in circumstances occurs which necessitates a change.

Together, the parent and school district must agree upon the procedures for selection of the arbitrator, payment of costs, representation and time lines.

Due Process - Mediation

After a hearing request is made, but before the hearing actually begins, you and the school district may agree to try mediation. The purpose of this process is to try to settle the dispute so that the hearing is no longer necessary. If you agree to mediation, certain rights pertain.

1. You and the school district must agree on the mediator.
2. The mediator only assists you and the school district to come to a resolution between the two of you. The mediator may not impose a decision on you.
3. If you and the school district develop a resolution, the mediator must give you a written description of the resolution.
4. This resolution must be confirmed by the individualized educational planning committee.
5. If you and the school district cannot reach a resolution, then the dispute goes through the hearing process.
6. The mediation process to which you have agreed cannot cause a delay in the scheduling of the special education due process hearing unless you and the school district agree.

Right to File Complaints

Any citizen may file a complaint if he or she believes that a school district is violating, misinterpreting, or misapplying a law, administrative rule, the intermediate school district plan or Michigan's Federal Annual Program Plan. A complaint is a specific written and signed allegation by an agency, private individual or organization that there is an uncorrected violation. The complaint needs to be filed within six months of the alleged occurence of the violation or within six months of the time when you become aware of the alleged violation.

If you suspect a violation, you should contact your intermediate school district director of special education or his/her designee. This person may try to resolve the issue informally. However, he/she must tell you of your right to file a formal complaint. This person will also send you a copy of the rules dealing with complaints and must also assist you to write your complaint properly if you would like assistance. Included in your right to file a complaint about a violation of law is your right to file a complaint if your child's individualized education program is not being implemented as written or that a hearing officer's decision on your child is not being implemented.

If you file a formal complaint, the intermediate school district must investigate your complaint within 21 calendar days of receipt of the complaint and give you a copy of the findings. The complaint will be investigated by a member of the special education staff who is appointed by the superintendent. This person shall not have administrative authority over programs or services against which a complaint may be filed.

If after reviewing the intermediate school district findings you are not satisfied, you may appeal this decision to the Michigan Department of Education within 10 calendar days of receipt of the report. Also, if after you have submitted a complaint against an intermediate school district in written, signed, and dated form, according to prescribed time lines and the intermediate school district does not take action to investigate the complaint, you may request that the Michigan Department of Education investigate the complaint.

Parent Rights About Education Records

As a parent, you have the right to:

- Receive, upon request, a list of the types and locations of educational records kept on your child.
- Expect that your child's records including information stored on computers will be kept confidential.

- Inspect and review any of your child's records.
- Receive copies of the records for a minimal cost for duplication.
- Have someone at your child's school explain or interpret any item in your child's records that you do not understand.
- Have a person of your choosing inspect and review the records.
- Ask for an amendment of any record on the grounds that it is inaccurate, misleading, or violates privacy rights.
- Request a formal administrative review on the issue if the district refuses to make an amendment.
- Receive notice when the personally identifiable information collected, maintained, or used is no longer needed to provide educational services to your child. The information must be destroyed at your request. However, a permanent record of the following items shall be maintained without time limitation:

  Name, address, telephone number
  Grades
  Attendance record
  Classes attended
  Grade level
  Year of class completion

HELPFUL HINTS

How to prepare for the individualized educational planning committee meeting

- Obtain as much information as you can before the individualized educational planning committee meeting. Talk with your child's teacher, the people who evaluated your child, and read your child's records.
- Write down your questions and concerns for the meeting.
- If possible, both parents should attend the individualized educational planning committee meeting.
- If you are having communication problems, maintain your own records regarding your child. Keep a copy of all the letters that you send. If you make a telephone call, make a record of the call and follow it up with a letter.
- Consider contacting organizations identified by your school district which may help you understand the individualized educational planning committee process.
- If possible, meet with your child's teacher and observe your child in his or her present program.

How to obtain information about the evaluation of your child's progress in school

- Get to know the person most involved with your child's education and keep in touch. If your child is in a secondary program, you could contact the school counselor.
- Familiarize yourself with the terminology (see glossary of terms at the back of this document).
- Ask questions and request clarification when needed.
- Be sure you understand the contents of the individualized education program before you sign it.
- Find out how you can best help with your child's educational program at home.
- Identify your child's strengths and use them to strengthen weak areas.

QUESTIONS AND ANSWERS

Identification and Referral

What should I do if I think my child is handicapped?

You should write a letter to the local school district superintendent stating why you think your child is handicapped and ask for an evaluation of your child. Keep a copy of the letter for yourself. You can expect the school district to complete an educational evaluation and to hold the individualized educational planning committee meeting within 30 school days after the school district receives your permission to evaluate your child.

Who may refer my child?

You or any qualified professional may refer a child for an evaluation. By law, the school cannot ignore a referral. Within 10 calendar days the school district will contact you and request written consent to evaluate your child.

At what age must the school district serve my handicapped child?

In Michigan, handicapped persons from birth through 25 years of age are eligible for special education programs and services. When the person graduates from high school he or she is no longer eligible.

Evaluation

How is my child evaluated?

Each child suspected of being handicapped shall be evaluated by a multidisciplinary evaluation team. Members of the team shall include at least two persons, one of whom is a specialist in the suspected area of disability. The team may include other persons, when appropriate, to include the areas of health, vision, hearing, social and emotional status, general intelligence, academic performance, communication skills, and motor ability.

If my child does not speak or clearly understand English, will my child's native language be used in the evaluation process?

The parent or legal guardian must inform the school district of the student's native language when giving consent to evaluate the student. All tests and evaluations will be provided and administered in the student's native language, unless it is clearly unnecessary to do so.

How do I learn the results of my child's evaluation?

A member of the multidisciplinary evaluation team will report the team's findings at the individualized educational planning committee meeting. You are encouraged to ask questions if you do not understand. Also, the members of the evaluation team must provide a written report. You may ask to read this report or you may request a copy of the report, as it is part of your child's educational records.

When will my child receive a vocational evaluation?

A vocational evaluation must be conducted before the student receives vocational education. When the student reaches age 12, the individualized educational planning committee must consider the prevocational and vocational needs of the student.

Independent Educational Evaluation at Public Expense

What should I do if I disagree with the evaluation conducted by the public agency?

If you do not agree with the findings of the evaluation, you have the right to obtain an independent educational evaluation at public expense. The school district must provide you with information as to where this evaluation can be obtained. This information must include the criteria regarding credentials for qualified examiners, suggested sources and locations, procedures for reimbursement, reasonable expected costs, and notification that you are not limited to choosing an examiner from the sources the school district suggests.

The school district will pay for this evaluation or if they don't believe your request is warranted, they can request a hearing to show that their evaluation is appropriate. If the hearing officer agrees with the school district, you may still get an independent evaluation but the school district need not pay for it. Any evaluation done by a qualified examiner, whether at public or parent expense, must be considered by the individualized educational planning committee when making decisions about the child.

How do I obtain an independent educational evaluation?

Contact the school district's director of special education and submit your disagreement and request in written, signed, and dated form. The school district must provide you with information as to where this evaluation can be obtained.

Can I get an independent educational evaluation at my own expense?

Yes.

Programs and Services

What is the function of the individualized educational planning committee?

This committee, appointed by the superintendent, meets to: (1) decide if your child is eligible for special education; (2) determine appropriate special education programs and services for your child; and (3) develop, revise, or review your child's individualized education program.

Who are the members of the individualized educational planning committee?

The committee representatives must include a representative of the school district, a teacher, and a member of the multidisciplinary evaluation team if the meeting is the initial one or if the committee plans to review the student's eligibility after a comprehensive reevaluation. If your child is enrolled in regular education, the regular education teacher must be a meeting participant. The parent(s) must be invited to the individualized educational planning committee meeting. If the parent(s) does not

attend, the meeting must be held and a report of the meeting sent to the parent(s). If the parent(s) request, a representative of the district of residence shall be invited to attend three-year reevaluation individualized educational planning committee meetings if the district of residence has authorized the operating district to conduct the meetings.

What should I do if I disagree with an individualized educational planning committee decision?

You should contact the superintendent in writing within seven calendar days. The school district will then contact you to give a full explanation of the procedure for requesting a hearing, arbitration, or mediation.

Can the school district disagree with an individualized educational planning committee decision?

It is possible that the school district administration could disagree with the determination of the individualized educational planning committee. Should this occur, you will be notified of the school district administration's request for a due process hearing.

What is an individualized education program?

An individualized education program is a program developed at the individualized educational planning committee meeting and written so that you and each person working with the student knows what behavioral and/or skill development goals have been set and how each service will help your child.

The individualized education program must contain the following:

- A statement of the person's present level of educational performance.
- A statement of annual goals, including short-term instructional objectives.
- Appropriate objective criteria and evaluation procedures and schedules for determinine whether the instructional objectives are being achieved.
- A statement of the specific special education and related services (including the official name and rule numbers) to be provided to the person, giving consideration to the accessibility of physical facilities, transportation, including the need, if any, for adaptive devices, aides or restraints, and room and board.
- The extent to which the person is able to participate in regular education programs.
- A statement of the least restrictive environment program and service options which were considered and the rationale for accepting or rejecting each one.
- Beginning at age 12, a statement considering the student's prevocational and vocational needs.
- Assurance that the student who requires placement in a categorical room is assigned to a program that matches the student's primary disability, unless a rationale for placement in a different program is provided and the parent consents to that placement.

- If the student is placed in a resource room with a teacher whose endorsement does not match the student's disability, the individualized educational planning committee must determine if a teacher consultant with such an endorsement is needed to provide consultation, resources and support services to the resource teacher.

Will my child be able to attend a regular classroom?

A majority of handicapped students do attend a regular classroom for part or all of the school day. The individualized educational planning committee will determine whether placement in a regular program is appropriate for your child. The individualized educational planning committee is also responsible for determining how much time will be spent in regular and/or special education programs and services.

To whom can I talk if I am concerned about my child's school performance?

Your child's classroom teacher will be one of the first individuals to approach in the school. If your child has more than one classroom teacher, you may wish to contact either the home room teacher or the teacher of the subject area in which your child is having the greatest difficulty. You can also check your copy of your child's individualized education program for the name of the person responsible for implementing the individualized education program. If you feel that you would like to have support staff from special education meet with you to discuss your concerns, you may request a conference through the building principal.

Are special education services free of charge?

Yes. Educational services determined necessary by the individualized educational planning committee are provided free of charge. The law states that all handicapped children will be provided with a free appropriate public education. However, the law does require the use of resources such as general health insurance, where appropriate.

Will special education benefit my child to the point that he or she won't need it?

That is a difficult question to answer as it depends on many factors. One factor is the severity of the handicapping condition. However, early identification may result in a child's being better able to cope with the handicap, requiring less service as he or she matures. Parents and others should keep in mind that the goal of special education is not to "cure" the handicapping condition; rather, it is to assure that the child receives an appropriate education.

Records

How do I see my child's educational records?

Contact the administrator of your child's special education program and ask to see the records. It is your right as a parent to review all information contained in your child's school records.

Rights

What should I do if I don't understand my rights?

If you do not understand your rights or have any questions, contact the school administrator or you may also contact the intermediate school district and request further explanation so that you do understand. If an interpreter is needed, the school district will provide one. You may also contact the Michigan Department of Education, Special Education Services at (517) 373-0923.

Notice

Will I be notified of all the individualized educational planning committee meetings?

You will receive a written notice when the school district receives a referral on your child and wishes to conduct an initial evaluation. You will also receive a written notice when the school district wants to place your child in a special education program, develop or review your child's individualized education program, release confidential information, destroy records, or request a hearing. This notice must also state why the intended action is deemed necessary.

How do I obtain assistance in understanding notices or the proceedings of the individualized educational planning committee meeting?

If you need an interpreter or have questions, call the administrator of the school district and request assistance. It is the school district's responsibility to make sure you understand the notice and proceedings.

Arbitration and Mediation

Are there any options other than requesting a hearing?

Arbitration - The school and the parent can agree to arbitration instead of a special education due process hearing. Together, the school district and parent select the arbitrator and other details must be specified and agreed to before arbitration. The decision of the arbitrator is final and binding upon both parties for up to one calendar year -- that means that you may not appeal the arbitrator's decision if you disagree.

Mediation - After requesting a hearing, but before a hearing commences, either party can request mediation. If you and the school district agree to try mediation so that the hearing can be terminated, then mediation may provide a means to resolve your differences and a hearing may no longer be necessary. If you and the school district cannot reach an agreement with the help of a mediator, then the hearing goes on.

You and the school district may also try mediation to avoid "arbitration."

GLOSSARY

Ancillary and Other Related Services: Services specially designed to meet the unique needs of a handicapped person through age 25, including the following: audiological, medical, psychiatric, psychological, speech and language, or educational evaluation; occupational, physical, recreational, music, art, or other therapy; mobility and orientation services; transportation; school psychological, school social work, and instruction provided by special education teachers designed to assist regular education students who are homebound, hospitalized, or placed in juvenile detention facilities.

Annual Goals: A set of general statements which represent expected achievement over a year's time for handicapped persons enrolled in special education programs and services.

Complaint: A specific written and signed allegation by an agency, private individual, or organization that there is an uncorrected violation, misinterpretation or misapplication of the law, the state or intermediate school district plan, an individualized education program, or hearing officer or court decision.

Comprehensive Evaluation: A series of tests and observations, formal and informal, conducted for the purpose of determining eligibility for special education and related services and for determining the current level of educational performance.

Consent: An agreement in writing to carry out an activity after being fully informed in one's native language of all information relevant to the activity.

Departmentalize: A secondary level delivery system in which two or more teachers teach groups of special education students by instructional content areas.

Handicapped Person: A person determined by an individualized educational planning committee or a hearing officer to have a characteristic or set of characteristics as defined in the descriptions of the handicapping conditions (autistic; emotionally impaired; hearing impaired; mentally impaired; physically and otherwise health impaired; preprimary impaired; severely multiply impaired; specific learning disability; speech and language impaired; and visually impaired) and who, because of the impairment, needs special education or related services.

Independent Educational Evaluation: An evaluation conducted by a qualified examiner(s) who is not employed by the public agency responsible for the education of the student. A contracted agent for the purpose of conducting an independent evaluation is not considered an employee of the public agency.

Individualized Education Program: A program developed by an individualized educational planning committee. The individualized education program shall be reviewed annually.

Individualized Educational Planning Committee: Persons appointed and invited by the superintendent to determine a person's eligibility for special education programs and services and, if eligible and in need of special education programs and services, to develop an individualized education program.

Multidisciplinary Evaluation Team: A minimum of two persons who are responsible for evaluating students suspected of being handicapped or handicapped persons being reevaluated.

Normal Course of Study: A regular education curriculum leading to a high school diploma, or the special education curriculum approved in the intermediate school district plan leading to a high school diploma. The special education curriculum shall include physical education, personal adjustment, and prevocational and vocational training.

Parent Advisory Committee: A committee made up of parents of handicapped persons from each local educational agency within the intermediate school district appointed by the intermediate school district board. The parent advisory committee is responsible to participate in the development of the intermediate school district plan and to advise the intermediate school district board on matters relating to special education programs and services.

Parent: The mother, father, or legally designated guardian of the handicapped person. Parent also means the affected handicapped person when the person reaches the age of 18 years if a legal guardian has not been appointed by appropriate court proceedings.

Public Expense: The public agency either pays for the full cost of the evaluation, program, or services, including transportation and room and board, or ensures that such is provided at no cost to the parent.

Resource Room: A classroom program designed for students who require 50% or less of their instructional day in special education with two or less classes in the areas of language arts, mathematics, science and social studies. (Elementary--50% or less of instructional school day; Secondary--three periods or less of instructional school day.)

Short-Term Instructional Objectives: Objectives written in measurable terms which relate to the annual goals and represent expected achievement over several weeks or months but not more than one year.

Special Education: Specially designed instruction, at no cost to the parents, to meet the unique educational needs of the special education student and is designed to develop the maximum potential of the special education student. All of the following are included in the definition of special education:

1. Classroom instruction.
2. Instruction in physical education.
3. Instructional services such as preprimary, teacher consultant, speech and language, homebound and hospitalized, and juvenile detention facilities.
4. Ancillary and other related services such as occupational, physical, recreational, music, art or other therapy, mobility and orientation, school psychological and school social work services.

Special Education Advisory Committee: A committee appointed by the State Board of Education to advise the State Board of Education on matters relating to the delivery of special education programs and services.

Teacher Consultant: A certified teacher with teacher consultant approval who provides instructional services to students in special education or those in regular education who can be educated effectively within a regular classroom if this service is provided. Instructional services are supportive of the teacher and the teacher consultant does not grade, give credit, or teach a regular or special education course. The teacher consultant may also directly consult with education personnel on behalf of the handicapped students on his/her caseload and work as a

multidisciplinary evaluation team member to evaluate persons suspected of being handicapped. The teacher consultant shall not serve in supervisory or administrative roles.

RESOURCES

If you desire further information including a list of organizations that may assist you, please contact your local director of special education or the director of special education at your intermediate school district office. You should also feel free to write to or call the Michigan Department of Education. The address and telephone number follow:

Michigan Department of Education
Special Education Services
P.O. Box 30008
Lansing, Michigan 48909
(517) 373-0923

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Published by
Michigan State Board of Education

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Special Education Services

Prepared and Compiled by
Policy, State Plan and Monitoring Program
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Appreciation is extended to Special Education Services staff with special recognition to Lucian Parshall, Carol Haynie and Lynn Rademacher for their assistance in developing this document.

November, 1986

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